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1. Introduction:

In the context of globalization, it would be difficult to overestimate the importance of English. The increased importance of English in international, commercial and socio-political spheres has consequently increased employment opportunities in many computer-intensive and communications related industries. Secondly, opportunities of advancement in academic and administrative sections for people who know English have considerably increase.

Several studies, for examples, Sawhney(1980),Parashar (1979) and Chaudhary (1981), have found that many factors contribute to the learning of English in India. Of these, the more important appear to be motivation and the extent of availability of the language around the learner. In the early years of English in India, limited amount of language was available to the learner. There were few native speakers and they not always use English with their Indian interlocutors. There were few books and most of these were ill-suited to the needs of the learners. So the learners of that early period used special word lists. Their needs were limited and these lists served them well. In last decade, detailed books in grammar, pronunciation and other areas of English appeared.

One way to broadly characterize English-teaching situations in India is in terms of (a) the teacher's English language proficiency (TP), and (b) the exposure of pupils to English outside school, i.e. the availability of English in the environment for language acquisition (EE)(Nag-Arulmani, 2000.). Traditionally, English was taught by grammar translation method. In the late 1950s, structurally graded syllabi were introduced as a major innovation into the state systems for teaching English (Prabhu, 1987). The idea was that the teaching of language could be systematized by planning its inputs, just as the teaching of a subject such as arithmetic or physics could be.

By the late 1970s, however, the behavioural-psychological and philosophical foundations of the structural method had yielded to the cognitive claims of Chomsky for language as a "mental organ". There was also dissatisfaction within the English teaching profession with the structural method, which was seen as not giving the learners language that was "deployable" or usable in real situations, in spite of an ability to make correct sentences in classroom situations. On other side, the structural approach as practiced in the classroom led to a fragmentation and trivialization of thought by breaking up language in two ways: into structures, and into skills. The form-focused teaching of language aggravated the gap between the learner's "linguistic age" and "mental age" to the point where the mind could no longer be engaged. The emphasis thus shifted to teaching language use in meaningful contexts. British linguists

argued that something more than grammatical competence was involved in language use; the term "communicative competence" was introduced to signify this extra dimension.

In Gujarat State Communicative approach has been adopted since 2003. The situation of English language teaching has been passing through the drastic change. The text of English language has been prepared keeping communicative competency in the mind. It has been made more joyful and activity based. Here, teacher's role is very important. It is expected that teacher should create such an environment in the class room that students should be reinforced to speak in English language. Earlier, English was taught as other subject. But, now it ought to be taught as one of the skills. In this case it is necessary to prepare more competent teacher who can understand his role in this changed situation.

English Language teaching(ELT) means the practice and theory of learning and teaching English for the benefit of people whose first language is not English(Collins English Dictionary, 2012). Kothari commission (1964-66) recommended three language formulas for language teaching.. In English medium schools it has been taught as first language. Majority of schools cater English as a second language in India. Language learning, especially in the case of the first language, proceeds well because the learner is exposed to authentic models, who can confidently lead the learner in to successful learning of the language. In case of second language learning, this is not always the case. For most learners of English in India, their teachers are the only models of language use. These teachers are likely to have learnt English in the classroom and from books and may not be very fluent speakers themselves. The average English learner at school or college is exposed to English classroom.

2. Statement of the Problem

Teaching of English Language among Pre- service Primary Teachers through Constructivist Strategies

3. Definition of the key terms

1. Constructivist approach:

Constructivist learning theory focuses on the process of knowing and the nature of cognition. This contemporary view of learning postulates that people actively construct new knowledge in an effort to make sense of their surroundings. In this cognitive process prior knowledge gained through both causal experience and formal instruction is built upon in an effort to achieve greater understanding.

(Source **constructivist strategy for English language teacher's** p. xi)

Constructivist approach is the learning strategies which facilitate knowledge construction through such strategies as Cooperative learning, Problem solving, field trips, seminars and use of technology rather than those emphasizing knowledge acquisition and fact recall. In the present study researcher has used constructivist strategies like Jigsaw, Problem solving, Picture Inductive Model, Project based learning and DRTA.

2. Strategies:

A carefully devised plan of action to achieve a goal, or the art of developing or carrying out such a plan. In this research, Investigator has used this word in terms of constructivist strategies like Jigsaw activities, Problem solving activities and Picture word induction model, Project based learning and Directed Reading Thinking Activity.

3.Pre-service primary teachers :-

Pre-service primary teachers means those teachers who are doing certificate course and taking trainings to become a primary teacher

4. Objectives of the study

1. To develop constructivist strategies using contents of English language learning among pre-service primary teachers.
2. To study the effectiveness of the developed constructivist strategies in English language learning.
3. To find out the difficulties faced by pre-service primary teachers in the process of implementation of strategies.
4. To find out the opinion of pre-service primary teachers towards constructivist strategies in English language learning.

5. Questions to be answered

1. What are the constructivist strategies for teaching of English language?
2. How the constructivist strategies can be implemented in teaching of English language?
3. How far constructivist strategies are effective or successful in teaching of English language?

6. Population and sample of the study

In qualitative research, participant recruitment is not driven by the need to generalize findings to a broader population or to measure the prevalence of an issue. Therefore, random selection of participant is not relevant in qualitative research and it will not enhance the robustness of the study findings. The

focus of qualitative research is entirely different. The purpose of qualitative research is to gain a detailed understanding of a certain phenomenon, to identify socially constructed meanings of the phenomenon and the context in which a phenomenon occurs (Bailey, 2011).

The sample of the study was derived by considering the objectives of the study and the nature of data. In the present study pre service primary teachers of second year were taken as sample.

Table 6.1 Sample of the Study

Year	**Focus group**	**Sample**
2012-13	**Pre service primary teachers**	**S.Y.P.T.C** **24 Trainees**

In the present study investigator adopted purposive sampling technique, because present study is Case study wherein large group is not required. Investigator has been teaching English subject for last two years in DIET, Surat and for the present study investigator wanted those students' with whom maximum time could be spent to interact and engage with group to understand the phenomenon. Hence, to serve the purpose of the study aforesaid samples were selected.

7. Importance of the study

Schools have traditionally placed primary emphasis on textual literacy. Our pedagogy and academic training often focus on words and texts as the source of knowledge. To train students to see critically and to create in multiple modes should be an essential component of a liberal education. That will require not only re-envisioning our curricula and teaching practices but also supporting faculty, librarians, and others in learning to both value and use visual representations in working with students.

An inclusive society is the foundation for a knowledge society. Language is significant not only as a medium of instruction or communication but also as a determinant of access. At the present time, efficiency in English language is the most important determinant of access to higher education, employment possibilities and social opportunities. National Knowledge Commission (NKC) therefore recommends the teaching of English along with the L_1 of the child starting from Class I. Further, NKC has also focused on the need to reform the pedagogy of English language teaching and learning to reduce the disproportionate emphasis on grammar and focus on creating meaningful learning

experiences for the child. Given that language learning is contingent on the environment, all available media including audio visual and print should be used to supplement traditional teaching methods (NKC, 2007).

In last five years common understanding developed that approach and method of teaching English should be changed at school and colleges. Additionally, Language evaluation need not be limited to "achievement" with respect to particular syllabi, but must be reoriented to measurement of language proficiency.. To bring drastic change in this situation teacher of English has to play a pivotal role because teacher is role model for the student. All students expect that their teacher should be expert of particular subject. In terms of English language also it is expected that each teacher should be fluent in speaking. He should be good at all the basic skill of LSRW. From the teacher of English it expected that they should provide environment in which students can enhance their language. Here, teacher's competency is prerequisite. It is essential that teacher should be equipped with modern concept of language acquisition.

The teachers of primary section plays significant role in the life of the child. So, it is necessary to educate them with proper Ideas. In 21st century role of teacher is also passing through transformation. Learners experience learning through active involvement and participation. By doing these they 'construct' their meanings and ideas, in short, knowledge, in their own ways. Therefore, learning is a process of source searching, collation of ideas, reflection and analysis and internalization. Learning is a divergent process that occurs through various exposures and not necessarily through a common, singular exposure pre-decided by teacher. It is essentially a participative- process in which learner constructs his/her knowledge in one's own ways, through absorption, interaction, observation and reflection.

NCF (2005) recommends constructivist strategies to teach all the subject. Constructivist learning theory focuses on the processs of knowing and the nature of cognition. This contemporary view of learning postulates that people actively construct new knowledge in an effort to make sense of their surroundings. In this cognitive process, prior knowledge gained through both causal experience and formal instruction is built upon in an effort to achieve greater understanding. With these strategies teaching learning becomes learner centered. Communicative approach also recommends activity based learning wherein learner passes through the learning experiences and generate new knowledge. Communicative approach is prevailing in Gujarat for English language teaching. English language is

taught to students as one of the skills. Investigator felt that use of constructivist strategies might give good learning experience.

8. Delimitation of the study

- The present study is delimited to Pre-service Teachers of Primary level(DIET only)
- The present study is delimited to selected five constructivist strategies only
- The present study is delimited to second year pre-primary teachers only
- The present study is qualitative study by nature

9. Research tool

In present study investigator has used following research tools:

Student Profile:

Student Profile was developed by researcher for selected sample. The Basic purpose of the profile was to know about the background of the students and to maintain the progress of the students during activities. The basic idea of Profile has been adopted from the continuous comprehensive evaluation.

Observation:

More commonly used in qualitative research is participant observation. Denzin (2008) defines "participant observation will be defined as a field strategy that simultaneously combines document analysis, interviewing of respondents and informants, direct participation and observation, and introspection". In present study investigator passed through all the phases.

Field notes:

Field notes are the observer's record of what he or she has seen, heard, experienced, and thought about during an observation session. They contain a descriptive and a reflective aspect. The former describes what's seen and the latter provides the Investigator's thoughts or ideas about the description. Field notes are the data that will be analyzed to provide the description and understanding of the research setting and participants. The reflective aspect of field notes serve number of functions. First, they identify topics or issues the investigators wishes to explore in more detail. Second, they begin to identify areas that might be important to focus on in data analysis. Third, if categorized across field notes, they can be collected into reflective groups such as a group for reflections on method, on ethical issues, on areas for

analysis, and on ways to improve the data collection process. In present study investigator maintained filed notes during the implementation of activity.

Interview:

In qualitative research, interview attempts to understand the world from the subject's points of view, to unfold the meaning of their experiences, to uncover their lived world prior to scientific explanations. It seems quite easy to obtain a sound recorder and ask someone to talk about his or her experiences regarding some interesting topic or to encourage a person to tell his or her life story. Kvale& Brinkman (2009) says *"It seems so simple to interview, but it is hard to do well. Research interviewing involves a cultivation of conversational skills that most adult human beings already possess by virtue of being able to ask questions".*

In the present study investigator decided to carry out Focus group interview to find out the difficulties faced by pre-service primary teachers during the implementation of various constructivist strategies. Under the constructivist strategy five activities were elected for the implementation. Interviews were taken after completions of each activity. At the end of all the activity also one collective interview was taken.

- Recording interviews

Interviews were recorded with a note pad. Summary of the interviews was recorded after the event is over.

Opinionnaire:

The investigator had developed opinionnaire keeping fourth objective of the study in the mind.

"To find out the opinion of pre-service primary teachers towards constructivist strategies in English language learning."

The Investigator had developed following five constructivist strategy for English language learning and after the implementation of those strategies collected opinion regarding each strategy.

1. Picture Word Inductive Model
2. Directed Reading Thinking Activity
3. Problem Solving
4. JIGSAW

5. Project Based Learning

10. Procedures for data collection

The data for the present study were collected through student profile, observation, field notes, interview and opinonnarire. The data were collected during field work. During the preparation of constructivist strategies, Investigator analyzed content of English language. Investigator reviewed various constructivist strategies to find out suitable strategy for English language teaching. Investigator started implementation for a period of ten months from June 2012 to April 2013. The data were collected through the interaction of pre service primary teachers. In order to facilitate the classroom interactions all the students were divided into small groups. The investigator, who has taken the role of facilitator observed the groups while performing activity, maintained a field notes to record the events in the class-room. The handy camera used to record some of the activity and their conversation. This observation proved an insight as to how each group has conducted a particular activity among themselves. The observations usually varied about 60 to 90 minutes in a given day.

11. Technique used for data analysis

The data were collected from variety of sources on students during the implementation of Constructivist strategies. For the present study, content analysis technique was used to analyze data. The data analysis was done during field work and post field work. In order to assess the learning from these sources, it became apparent that individual is the most useful subject of analysis. Thus, for this study the analysis of social events and products that involve the negotiation among participants with different understanding of the situation became the necessary part of analysis. The data analysis consists of reading and re-reading the field notes. During the analysis activities and participants have been described with certain coding categories they are described below:

Table 11.1 Used strategies and their Code

Sr.No.	Name of the strategy	Code
1	Picture Word Inductive Model	PW
2.	Directed Reading Thinking Activity	DRTA
3.	Problem Solving	PS
4.	JIGSAW	JS
5.	Project Based Learning	PBL

12. Major Findings

The findings of the study are presented under three sections.

Section 1 Effectiveness of Constructivist Strategies in English language Learning

Section 2 Problem Faced by Pre service primary teachers during the implementation of strategies

Section 3 Opinion regarding used Constructivist strategies

Section 1 Effectiveness of Constructivist Strategies in English Language Teaching

1 Picture Word Inductive Model

Investigator has developed five activities under this strategy. These activities are prepared to achieve three objectives: Comprehension, Application and Creativity. The performances of participants are maintained through the profile of the students. Investigator has set five levels like: weak, average, good, very good and excellent to see the progress of participants. Based on analysis, following findings are churned out:

- During the implementation of Picture Word Inductive Model, Five pre service primary teachers could reach up to the Excellent level, eleven pre service primary teachers could reach up to the very good level, three pre service primary teachers could reach up to the good level and five pre service primary teachers could reach up to the average level in comprehension.
- During the implementation of Picture word inductive model, four pre service primary teachers could reach up to the excellent level, ten pre service primary teachers could reach up to the very good level, five pre service primary teachers could reach up to the good level and five pre service primary teachers could reach up to the average level in application.
- During the implementation of Picture word inductive model, four pre service primary teachers could reach up to the excellent level, nine pre service primary teachers could reach up to the very good level, six pre service primary teachers could reach up to the good level and four pre service primary teachers could reach up to the average level in creativity.

2. Directed Reading Thinking Activity (DRTA)

Investigator has developed five activities under this strategy. These activities are prepared to achieve three objectives: Comprehension, Application and Creativity. The performances of participants are

maintained through the profile of the students. Investigator has set five levels like: weak, average, good, very good and excellent to see the progress of participants. Based on analysis, following findings are churned out:

- During the implementation of Directed Reading Thinking Activity, three pre service primary teachers could reach up to the Excellent level, fourteen pre service primary teachers could reach up to the very good level, three pre service primary teachers could reach up to the good level and four pre service primary teachers could reach up to the average level in comprehension.
- During the implementation of Directed Reading Thinking Activity, three pre service primary teachers could reach up to the excellent level, sixteen pre service primary teachers could reach up to the very good level and four pre service primary teachers could reach up to the average level in application.
- During the implementation of Directed Reading Thinking Activity, three pre service primary teachers could reach up to the excellent level, sixteen pre service primary teachers could reach up to the very good level and three pre service primary teachers could reach up to the average level in creativity.

3. Problem Solving (PS)

Investigator has developed five activities under this strategy. These activities are prepared to achieve three objectives: Expression, Communication and Creativity. The performances of participants are maintained through the profile of the students. Investigator has set five levels like: weak, average, good, very good and excellent to see the progress of participants. Based on analysis, following findings are churned out:

- During the implementation of Problem Solving, ten pre service primary teachers could reach up to the excellent level, nine pre service primary teachers could reach up to the very good level and five pre service primary teachers could reach up to the good level in expression.
- During the implementation of Problem Solving, seven pre service primary teachers could reach up to the excellent level, twelve pre service primary teachers could reach up to the very good level and five pre service primary teachers could reach up to the average level in application.
- During the implementation of Problem Solving, six pre service primary teachers could reach up to the excellent level, thirteen pre service primary teachers could reach up to the very good level, four pre service primary teachers could reach up to the good level and one pre service primary teacher could reach up to the level of average in creativity.

4. JIGSAW

Investigator has developed five activities under this strategy. These activities are prepared to achieve three objectives: Comprehension, Application, Creativity and Expression. The performances of participants are maintained through the profile of the students. Investigator has set five levels like: weak, average, good, very good and excellent to see the progress of participants. Based on analysis, following findings are churned out:

- During the implementation of JIGSAW, Seven pre service primary teachers could reach up to the excellent level, fourteen pre service primary teachers could reach up to the very good level and three pre service primary teachers could reach up to the average level in Comprehension.
- During the implementation of JIGSAW, four pre service primary teachers could reach up to the excellent level, seventeen pre service primary teachers could reach up to the very good level and four pre service primary teachers could reach up to the average level in application.
- During the implementation of JIGSAW, Seven pre service primary teachers could reach up to the excellent level, fourteen pre service primary teachers could reach up to the very good level, one pre service primary teachers could reach up to the average level and two pre service primary teachers could reach up to the average level.
- During the implementation of JIGSAW, Seven pre service primary teachers could reach up to the excellent level, eleven pre service primary teachers could reach up to the very good level, four pre service primary teachers could reach up to the good level and two pre service primary teachers could reach up to the average level in expression.

5. Project Based Learning

Investigator has developed one project under this strategy. This project was prepared to achieve three objectives: Application Comprehension, Expression and Creativity. The performances of participants are maintained through the profile of the students. Investigator has set five levels like: weak, average, good, very good and excellent to see the progress of participants. Based on analysis, following findings are churned out:

- During the implementation of Project based learning, six pre service primary teachers could reach up to the excellent level, fifteen pre service primary teachers could reach up to the very good level and three pre service primary teachers could reach up to the average level in application.

- During the implementation of Project based learning, six pre service primary teachers could reach up to the excellent level, fifteen pre service primary teachers could reach up to the very good level and three pre service primary teachers could reach up to the average level in Comprehension.
- During the implementation of Project based learning, four pre service primary teachers could reach up to the excellent level, seventeen pre service primary teachers could reach up to the very good level, and two pre service primary teachers could reach up to the average level in Expression.
- During the implementation of Project based learning, four pre service primary teachers could reach up to the excellent level, fifteen pre service primary teachers could reach up to the very good level, three pre service primary teachers could reach up to the good level and two pre service primary teachers could reach up to the average level in Creativity.

Section 2 Problem Faced by Pre service primary Teachers during the implementation of strategy

Focused group interview was carried out among pre service primary teachers to know their experience with the Constructivist strategies. Investigator wanted to know what they think about constructivist strategies.

1. Picture Word Inductive model

Majority of the pre service teachers accepted that it was good learning experience. It was not easy initially. Gradually they developed their capacity to understand instruction. Picture Word Inductive Model generated their capacity to use English language in new situation. This activity encouraged them to apply some creativity in English language teaching. It is also helpful to develop our vocabulary. They expressed their willingness to use this technique in their classroom next year. Some of the trainee find it difficult initially but gradually they also performed satisfactory.

2. Directed Reading Thinking Activity

Through the interview it is observed that pre service primary teachers were not satisfied with Directed Reading Thinking Activity. They were not able to make predictions which were the important part of the activity. It was unique experience to them but they did not express any excitement to do it again and again. They even denied that it could generate their capacity to use English language in new situation. They did not show any enthusiasm to use this activity in their classroom of English language teaching.

3. Problem Solving

Problem solving was not good learning experience for majority of the pre service primary teachers. It was difficult for them to understand instructions some times. They did not understand problems or situation most of the time. Those activities were helpful to generate vocabulary. To some extent those activities were helpful to increase capacity of expression in English language. To some extent those activities were helpful to increase capacity to use English language in new situation. To some extent those activities were helpful to increase capacity of communication in English language. It was unique experience for them. Majority of pre service primary teachers did not show any enthusiasm to this activity in their classroom.

4. JIGSAW

Majority of pre service teachers accepted that it was good learning experience. It was unique experience for them. They found difficult but later own they developed their ability and gradually it became easy for them. It was easy for them to develop charts based on given information. Majority of the pre service primary teachers accepted that it had enhanced their creativity. Majority of the pre service primary teachers accepted that it had enhanced their expression. Majority of the pre service primary teachers accepted that it encouraged our ability to use English language in new situation. . Except a few pre service primary teachers, rest of all said that it helped their vocabulary. Majority of the pre service teachers expressed their willingness to use as technique in their classroom next

5. Project Based Learning

Project based learning was comprehensive experience for them. it was enriching experience. It was group exercise. Through this activity all participants tried to give their best. This activity motivated them to generate new vocabulary too. Majority of the pre service primary teachers accepted that JIGSAW generated their capacity to use English language in new situation. Pre service primary teachers accepted that it reinforced them to apply some creativity in English language teaching. Majority of the pre service teachers expressed their willingness to use as technique in their classroom next year.

Section 3 Opinion regarding used Constructivist strategies

Investigator collected opinion of pre service primary teachers with the help of opinionnaire. Detailed analysis of the opinion is given in chapter four.

1. Picture Word Inductive Model

Majority of the pre service primary teachers agreed with following views regarding Picture Word Inductive Model

- PWIM gives an opportunity to create environment for English language learning.
- This activity makes classroom more interactive.
- It gives us expected practice to frame new sentences.
- This activity encourages us to use new vocabulary
- This activity cultivate habit of thinking in English language
- PWIM enhances creative use of English language.

Majority of the pre service primary teachers disagreed with following views regarding Picture Word Inductive Model

- It gives limited scope for the functional use of English language
- Nature of activity is such that gives limited scope to the creativity of individual learner.
- With the help of PWIM only reading skill gets maximum advantage.
- It gives limited scope to passive students.

2. Directed Reading Thinking Activity

Majority of the pre service primary teachers agreed with following views regarding Directed Reading Thinking Activity

- DRTA gives limited scope for the functional use of English language
- Nature of activity is such that gives limited scope to the creativity of individual learner
- This activity cultivate habit of thinking in English language
- It gives limited scope to passive students.
- With the help of DRTA only reading skill gets maximum advantage
- DRTA enhances creative use of English language

Majority of the pre service primary teachers disagreed following views regarding Picture Word Inductive Model

- DRTA gives an opportunity to create environment for English language learning
- This activity makes classroom more interactive.

- It gives us expected practice to frame new sentences
- This activity encourages us to use new vocabulary.

3. Problem Solving

Majority of the pre service primary teachers agreed with following views regarding Problem Solving

- Nature of activity is such that gives limited scope to the creativity of individual learner.
- It gives limited scope to passive students.

Majority of the pre service primary teachers disagreed with following views regarding Problem Solving

- PST gives an opportunity to create environment for English language
- This activity makes classroom more interactive
- It gives us expected practice to frame new sentences
- This activity encourages us to use new vocabulary
- This activity cultivate habit of thinking in English language
- With the help of PST only reading skill gets maximum advantage
- It gives limited scope for the functional use of English language
- PST enhances creative use of English language

4.JIGSAW

Majority of the pre service primary teachers agreed with following views regarding JIGSAW

- This is unique experience of learning.
- This activity makes classroom more interactive.
- This activity cultivate habit of thinking in English language
- It gives us expected practice to frame new sentences
- This activity develops our speaking skill.
- This activity gives an opportunity to develop new vocabulary.

Majority of the pre service primary teachers disagreed with following views regarding JIGSAW

- It gives limited scope for the functional use of English language
- This activity is not applicable in large classroom.

- It is interesting but it doesn't enhance our knowledge of English language
- It gives limited scope to passive students

5. Project Based Learning

Majority of the pre service primary teachers agreed with following views regarding Project Based Learning

- PBL gives an opportunity to create environment for English language learning.
- This activity makes classroom more interactive.
- It gives us expected practice to frame new sentences
- This activity encourages us to use new vocabulary.
- This activity cultivate habit of thinking in English language
- PST enhances creative use of English language.

Majority of the pre service primary teachers disagreed with following views regarding Project Based Learning

- It gives limited scope for the functional use of English language
- Nature of activity is such that gives limited scope to the creativity of individual learner.
- It gives limited scope to passive students.
- With the help of PBL only reading skill gets maximum advantage

13. Implication of the Study

The finding of the study indicates that teaching of English language through constructivist strategies evolve basic objectives of English language teaching like: comprehension, communication, application, expression and creativity. During the implementation of strategies, it has been noticed that pre service primary teachers not only learn new ways of English language teaching but also learn content of English language. During the implementation, investigator made conscious attempt to understand reflections of pre service primary teachers regarding constructivist strategies. It can be concluded that constructive strategies give immense opportunity to teach content of English language. It gives wide scope for creative use of English language. Along with this it is also necessary that to carry out this activity, participants should have minimum level of learning.

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